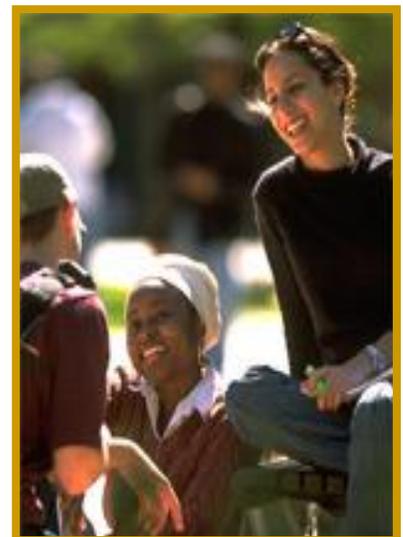


Office of Institutional

Diversity and Equity

President's Diversity Council
2007-2008 Annual Report



BE A MODEL OF DIVERSITY

**DEPAUL
UNIVERSITY**



Elizabeth Ortiz
Vice President of Institutional Diversity and Equity

President's Diversity Council
Annual Report
2007-2008

Introduction

The President's Diversity Council (PDC) was established in November 2006 as one of the many strategies that was created to implement Goal 3 of *Vision Twenty12: Be a model of Diversity*. The PDC was created to "promote collaboration and communication by bringing together leaders from identified constituency groups to initiate cooperative programs and facilitate opportunities for multicultural dialogue".¹ The first of the PDC's primary tasks was to advise the President concerning diversity issues, and serve the university's diverse populations by recommending coordinated institutional procedures that will help achieve the objectives as outlined in Goal 3. To this end, the PDC's work was to assist in the implementation of strategic planning objectives and strategies that were detailed in the university wide strategic planning process.

The PDC completed its second year of operation in 2007/2008. During year two of Vision Twenty12, the PDC discussed, researched, and drafted strategies to build a more diverse DePaul community. These initiatives include drafting a faculty and staff search handbook, creating a faculty exit interview process to ascertain why faculty leave DePaul University, constructing a shared PDC blackboard site, identifying key impediments to diversifying senior leadership, staff, and the professoriate, researching student factors of success, and identifying possible programs to address student needs. The Office of Institutional Diversity and Equity, and the PDC, hosted an annual networking reception at the end of the academic year for diverse faculty and staff to begin building a support network for diverse faculty and staff at DePaul. This program occurred at the Lincoln Park Campus where approximately 50 faculty and staff were in attendance.

The PDC also worked collaboratively with several areas, including Enrollment Management, to provide feedback and practical suggestions to Admissions, Financial Aid, and DePaul Central, and effectuated the creation of the "10 Frequently Asked Questions by Students", which is on the DePaul Central website. The PDC also collaborated with the Men of Color Initiative, and assisted with creating a Men of Color Blackboard site. Additionally, the PDC met with the Associate Academic Deans Council to discuss best practices and obstacles for success of our most at risk students. In December 2007, the PDC also conducted a pilot phone survey to contact second year Commerce students who were in good standing but who had not yet registered. The ultimate goal of this initiative was to urge students to register, and to answer any questions or concerns that may impede them from returning to DePaul; this pilot retention survey will expand during the 08/09 academic year to include other colleges and more students.

¹ PDC Charter documents, Ortiz, 2006

Vision Twenty12 Year 1 Accomplishments

The following accomplishments were achieved toward completion of the strategies as outlined in Vision Twenty12 during the PDC's second year:

- The creation of a Faculty Exit Interview to ascertain why faculty are leaving the institution;
- The creation of a Faculty Search Guidebook to assist academic departments in the recruitment of a diverse faculty;
- The creation of a database to house minutes, research, literature, and progress of PDC subcommittee activities, along with the creation of a PDC blackboard account;
- The creation of several resource materials to include a bibliography of diversity publications;
- The creation of a Pilot Student Retention Phone Survey; and,
- The development of a networking reception for diverse faculty and staff.

The work of the PDC will continue to focus on bringing important constituents together to strategize and assist in the implementation of programs, policies, and initiatives that will assist in the recruitment and retention of our students, faculty and staff, while continuing to build on our diversity strengths by making DePaul a welcoming environment that values and celebrates our diversity.

Committee Structure and Work

The following committees were developed as work teams to create and implement initiatives that address climate, retention, recruitment, and the success of diverse constituencies, as well as to achieve the objectives as stated in Goal 3. These work teams focused on issues affecting students, faculty, staff, climate, and religious diversity. The committees are listed below.

1. Faculty Recruitment and Retention Subcommittee
2. Staff Recruitment and Retention Subcommittee
3. Student Recruitment and Retention Subcommittee
4. Religious Diversity Subcommittee
5. Power, Climate & Culture Subcommittee²

The PDC worked diligently and held three full council meetings during the 2007/2008 academic year. The subcommittees, however, met much more frequently to discuss research, current trends and issues, and to complete their subcommittee's objectives for year one of Vision Twenty12. Membership to the subcommittees are open to the entire university community, and many individuals throughout the campus participated in this work.

² The committee changed the name from Climate and Cultural Programming to the Power, Culture, and Climate Committee.

Featured in this document are the final reports, as submitted by the chair(s) of each subcommittee.³ These reports detail the discussion themes of the first year of the council, the issues that were raised, and recommended solutions and strategies to remedy these concerns. The corresponding strategic objective(s) as written in Vision Twenty12 begins each report. In many instances, these objectives overlap committee work and responsibilities.

Faculty Recruitment and Retention Subcommittee Report

Objective 3a. Attain leadership in recruitment and support of diverse faculty, staff, and senior administrators, (To include a comprehensive definition of diversity that encompasses many factors including but not limited to first-generation, economic disadvantage, experience, ethnicity, etc).

The Faculty Recruitment and Retention Subcommittee's primary work last year was to prioritize DePaul's most pressing issues with Faculty Recruitment and Retention. The entire year, therefore, was spent drafting the Faculty Search Guidelines Handbook and the Faculty Exit Interview process. The Faculty Search Guidelines Handbook outlines useful strategies, from the point of creating job advertisements to the point of hire, and covers the entire faculty search process from start to finish. The handbook will be presented to Faculty Council in 2008-2009, and the committee will have a central role in presenting the Faculty Search Guidelines Handbook in the fall through the various faculty governance processes.

The Faculty Exit Interview tool was also designed, and is a set of exit interview questions that should be standard practice for all faculty who leave DePaul. Key to this process is that these interviews be compiled, stored, and assessed regularly, at the departmental and college level, and by the Provost for Academic Affairs. The Faculty Exit Interview tool, as well as the Faculty Search Guidelines Handbook, will be vetted through Faculty Council's Diversity Committee, the Status of the Faculty Committee, and the entire Faculty Council for approval and vetting.

Also, several best practices for retaining faculty of color were identified through the committee's work last year, and will be explored in year three, which include:

- The possibility of offering competitive start up packages to new faculty;
- The possibility of hiring cohorts of faculty of color, either on the post-doctorate or professorship level; and,
- Exploring and developing mentorship programs or writing circles for minority faculty. Such initiatives could include, peer mentorship, a venue to showcase and provide workshops to highlight research, and more discussions across departments about research as well as professional issues, are just some of the strategies that can be developed in the future.

³ These reports were submitted in June, and include corrections for syntax, minor grammatical errors, and factual errors.

Recommendations

- 1) The University should conduct ongoing self- assessment projects around the issue of diversity, in addition to exit interviews. These assessment projects might target areas of weakness identified by the Presidents Diversity Council.
- 2) Implement annual discussions among Department Chairs, Deans, the President, the President's Diversity Council, and the Office of Institutional Diversity and Equity about emerging trends that might surface in the exit interviews, so that an ongoing institutional conversation and self-assessment is conducted regarding diversity and issues of equity regarding faculty of color.
- 3) Implement the Faculty Search Guidelines Handbook and Faculty Exit Interview.
- 4) Implement training initiatives for faculty chairs that cover the best practices for yielding a diverse search, and to implement the strategies as outlined in the handbook.
- 5) Host regular training sessions to address faculty of color recruitment and retention issues.

Student Recruitment & Retention Subcommittee

Objective 3b. Exceed national norms in recruiting, retaining and graduating a diverse student body, with an emphasis on first generation, economically disadvantaged urban students.

Objective 3d. Create programming for all constituents of the DePaul community that affirms the central place of diversity in the university's mission and institutional culture.

2007/2008 Goals and Objectives of Subcommittee:

- Develop short-term action plan to be executed during 2007/2008;
- Develop relations with university offices that allow the opportunity for input; and, on process(es) from our diverse subcommittee.
- Develop long-range action plan.

Tasks and activities completed in 2007/2008 relative to Objectives 3b and 3d

- a) Conducted pilot phone survey for students in Commerce enrolled in Fall 2007, but not registered for Winter 2008, who do not have any academic holds. Documents developed for pilot study have been shared with Chair of Associate Deans' Council, and should be shared with individual colleges interested in duplicating the effort.
- b) Developed a Blackboard site for the President's Diversity Council, with Student Subcommittee being first PDC subcommittee to utilize it for storing documents.

- c) Asian student research conducted by Enrollment Management was provided to subcommittee by OIPR.
- d) Student FAQ Project involved working with AVP in Academic Affairs to develop online FAQs to accompany the new online catalog. The objective was to provide a central source for answers to common questions when students are having serious problems, either academic or problems affecting their academics.
- e) A list of programs targeting diverse students has been developed; all of the contact information and URLs for all of these programs needs to be developed for inclusion on the OIDE web site. The subcommittee also needs to determine where the list should be distributed for greatest student access.
- f) Statement for Syllabi – The project is currently on hold. However, a statement will be developed for committee review; the intent of the statement is to empower faculty with fundamental referral information to students to reinforce the resources available when students run into difficulties. The university also has a review process for anything to be required or recommended for inclusion on course syllabi.
- g) A Blackboard for the Men of Color (MOC) initiative has been developed by Beth Murphy, and Blackboard will have the MOC students at DePaul added. The purpose of the MOC Blackboard is to facilitate communication with current students about the program and its activities, as well as begin the development of a MOC alumni database that can serve as mentors for future MOC.
- h) The demographics of the Commerce students with financial holds that were blocked from registrations in Winter 2008 were prepared and shared with all subcommittee members. The report summarized the average GPA's of the students at different levels of financial balances due, as well as based on standing (freshman, sophomore, etc.). This report was also shared with the Director of Financial Aid, as a potential model for identifying students needing support. When prepared by College, the Deans could utilize these reports as fund-raising tools for student scholarships.
- i) Drafted the “Top Ten Financial Aid Pitfalls”, and Financial Aid is going to determine the optimal way to communicate them with students.

Recommendations

- 1) Hold a Diverse Student Summit at DePaul that reaches out to leaders of diverse student organizations. The estimated budget for such an event would be approximately \$4,000, primarily composed of food costs.
- 2) Student Affairs: There are subcommittee members representing Student Affairs, but the range of student support services covered by Student Affairs needs to be shared with our subcommittee; thus, we need to discuss the range of activities to determine next steps.
- 3) Student Retention versus Student Recruitment – The Student Subcommittee has focused on Student Retention issues to date, but needs to discuss Student Recruitment issues.

- 4) Expand composition of subcommittee: The Student Recruitment & Retention Subcommittee has conducted outreach to many offices, but all of the major student-related activities have not yet been discussed.
- 5) VP of Diversity should be providing a report about diversity initiatives to DePaul's Board of Trustees.

Staff Recruitment and Retention Subcommittee

This was a year of evaluation for PDC Staff Recruitment and Retention Committee. The committee added two additional staff members. Also, the committee reviewed the "sticky floor" report, red and blue reports and exit interview process.

2008/2009 the committee goals and objectives:

- a) Work with OIPR to re-create data provided in all reports for current year.
- b) Create a survey for staff on upward mobility and career opportunities within DePaul University.
- c) Re-vamp exit interview process.
- d) Create an annual welcome lunch for new employees that will introduce them to various offices, organizations, & opportunities.
- e) Create a "target of opportunity" program that will assist staff in obtaining upward mobility.
 - Work with HR on job-banking resume
 - Create a mentoring/networking program
 - Work with new HR trainer to establish training needs for staff

Religious Diversity Subcommittee

Objective 3c. Expand opportunities for DePaul community to study and practice religious faiths in a pluralistic environment.

2007/2008 Goals and objectives of subcommittee

- Marketing Message: DePaul's marketing and public relations departments should create a marketing campaign to communicate the message that it *"is because the University is Catholic and Vincentian that the University supports religious diversity."* GOAL: Respective Work-Group to follow up on the recommendations received from the DePaul PR Office.
- Communications: Improve the OIDE website to include the marketing message and to provide practical information on the different religious communities and their events. GOAL: Respective Work-Group to follow up on funding received for this initiative in order to ensure proper implementation.
- Calendar: Create a University calendar that reflects and honors religious diversity. GOAL: Respective Work-Team to initiate conversations with respective offices to ensure our University Calendar reflects this outcome.

- Policy: The OIDE to lead a discussion aimed to create and publish in faculty and student handbooks a policy that takes into account the religious diversity needs. GOAL: Respective Work-Group to initiate conversations with respective offices to ensure some movement on this outcome.
- Space: Provide appropriate physical space to accommodate different religious/spiritual practices/rituals. GOAL: Respective Work-Group to initiate conversations with respective offices to ensure some movement on this outcome.
- Educational Programming: Undertake an audit of curriculum and co-curriculum offerings in our academic schedule to support a strategic approach to enhance religious pluralism, across the curriculum. And ensure that institutional ceremonies reflect the best of our religious pluralism. GOAL: Respective Work-Group to follow up on these initiatives in order to ensure further success.
- University Ministry: A plan is needed for new hires to “fill in gaps” related to leadership, such as a much-needed Muslim chaplain to be on staff. And, provide budget resources to respond to the needs of faith traditions (e.g., sacred literature, symbols, supplies such as candles and prayer rugs, etc.). GOAL: Respective Work-Group to follow up on these initiatives in order to ensure further success.
- Coordination: Create a continuing religious diversity committee responsible for coordination and communication, to oversee the maintenance of values in this area and to confirm that the practical needs of the varied religious communities are being met. GOAL: Continue to have the Subcommittee for Religious/Spiritual Diversity serve as the “de-facto” committee fulfilling this outcome.

Tasks and activities completed in 2007/2008 as it relates to corresponding objectives

- 1) Continue regular committee meeting.
- 2) Divided into respective “Work-Groups” in order to address desired outcomes for each recommendation as listed above.
- 3) Engaged the DePaul PR Office to move forward our marketing recommendation.
- 4) Accomplished a curriculum audit as listed in our educational programming recommendation.
- 5) Obtained funding for our communication recommendations—enhancing the Office of Institutional Diversity’s website.
- 6) Incorporated three new members to our sub-committee.

Power, Culture, and Climate Subcommittee (PCC)

Objective 3a. Attain leadership in recruitment and support of diverse faculty, staff, and senior administrators, (To include a comprehensive definition of diversity that encompasses many factors including but not limited to first-generation, economic disadvantage, experience, ethnicity, etc.).

Objective 3d. Create programming for all constituents of the DePaul community that affirms the central place of diversity in university's mission and institutional culture.

Goals and Objectives of Subcommittee:

In 2008-2009, the PCC Committee identified four key areas of priority related to these goals: 1) Senior Leadership/Management; 2) Committee Selection; 3) Programming; and, 4) Ad Hoc Policy or Issues. The next section highlights PCC's work in this regard.

Senior Leadership/Management

In 2006-2007, PCC recommended a Hiring Freeze for Senior Management and sought to help develop a set of Best Practices. The Hiring Freeze did not occur. The PCC hoped to obtain necessary data from the past five years, but we were unable to obtain this information from the former EVP. This effort needs to continue in 2008-2009.

The PCC registered concern with regard to the search for a new EVP and met with Fr. Udovic who shared the senior executive process he oversees as Secretary. He informed the PCC that the Board is primarily in charge of these hires. Review of the Board composition of the current search committee for EVP revealed a predominantly white committee, with only one man of color. Fr. Udovic shared concern and interest in a more racially diverse membership, but mentioned the Board's dilemma in not being able to dictate representation to governance bodies (ie. Faculty Council, SGA) who select representatives (see below on Faculty Council and Committee).

Search Committee/Important Committee Selection Processes

PCC continued its inquiry into how institutional and universal "norms" and practices operate non-neutrally to produce consistently homogenous results (in terms of committee composition) or the same "usual suspects" approach to minority representation.

The PCC met with the President of Faculty Council, to discuss key issues: 1) lack of diversity on committees attributed to the following: committee membership selection is arbitrary; social network exclusion; no transparency; gatekeeping; hostile environment in terms of white normativity/majority normativity (i.e. a set of unwritten rules of engagement that outsiders are always at risk of violating and excluded when such violations occur; 2) tokenism; 3) tyranny of the majority; and 4) recruitment and information failure.

Programming

The PCC, with the Difficult Dialogues Committee at DePaul, held a two-day event featuring Dr. Charles Lawrence, an expert on hate speech issues on college campuses. Dr. Lawrence provided a public lecture outlining an approach to hate speech and free speech that recognized the values of the inclusion of historically marginalized groups and climate of respect for human dignity and diversity. He also met with a group of key stakeholders in creating guidelines and best practices to address hate speech incidents in the future. Again, these suggestions were in contradiction to the guidelines created by the Speech and Expression Task Force (SETF), which did not adequately address the history

and present of marginalization, invisibility, and hostility in regard to historically underrepresented groups at DePaul.

Ad Hoc Policy Development/Issues

Despite numerous efforts of the PCC to critically engage the SETF Guidelines and approach, the SETF Taskforce developed guidelines without sufficient regard for the key issues of hate speech, hostile environment, and historical exclusion and exclusionary practices.

Given this, the PCC developed a set of resolutions to ask for the reconstitution of the Taskforce. This resolution was supported by the majority of the PDC members present at the January 21st PDC meeting. The chair of the PDC (Elizabeth Ortiz) with co-chairs of the PCC (Sumi Cho and Ann Russo), and Javier Orozco (member of PDC) were to meet with the President to address this resolution.

In part, PCC was concerned about potential retaliation, given the work of the PCC this year, with respect to the SETF Resolution and Difficult Dialogues flyer. The PCC feels it is important to retain sustained, critical, and informed voices on diversity issues on the PDC, ensuring that we preserve historical memory and effective representation. Otherwise, the PDC may run into issues identified above with regard to gatekeeping and processes of exclusion through the committee process.

Recommendations:

- 1) PDC and PCC need to obtain the necessary information from the EVP of Operations of a 5 year workforce hiring and promotion snapshot (2001-2006). It should include: a) information regarding all internal promotions for existing positions as well as new positions created at the level of AVP and above as well as assistant dean and above for each college and school; b) each promotion should have information regarding whether there was an internal and/or external search; and, c) all information should be broken down by race and gender (for each racial category), with both raw numbers and percentages.
- 2) In 2008-2009, the committee should work with PDC to develop qualitative data from Directors and above, particularly people of color. Some of the questions would be: What are the barriers? How were you recruited? How do people get derailed or recruited? What are the professional development opportunities? What are the factors that inhibit more people of color in leadership?
- 3) A PDC representative should be represented in all future senior hire committees.
- 4) Search firms should be chosen, in part, based on their record of success in diversity outcomes that resonate with the position in question and at comparable institutions.
- 5) An annual presentation by the PDC to the Board of Trustees.

- 6) PCC and PDC should have further discussion with FC about solutions. It was clear that the solutions to be “more open”, or to simply recruit folks of color, and/or to mentor, do not address the practices and climate of white normativity listed above. Possible solutions to address the institutional and universal ‘norms’ and practices in terms of how they produce homogeneous results might include: term limits; proportional representation; at large diversity seats; address hostile environment and culture issues. These would be in addition to educational sessions and transparent information sharing about openings.
- 7) The PDC should have three year term limits with no more than 2 consecutive terms. These terms should be staggered and be conducted in a transparent manner with timetables for each member’s terms, so it is clear when people are rotating off and on the committee, and with less potential for rotating off members because of their critical analysis.
- 8) Meeting with President Holtschneider to discuss 1) the significant limits of current guidelines; and, 2) an alternative approach based on the work and recommendations of Dr. Charles Lawrence.

Conclusion and Future Plans

The PDC will continue its charge as a body that advises the President and the Office of Institutional Diversity and Equity about university policies and procedures that have an impact on diverse constituencies, exploring issues that affect underrepresented groups, and assist in the creation and implementation of programs and activities that will assist to achieve the goals as outlined in Vision 2012. An emphasis on hiring practices, search procedures, employee retention, faculty promotion and tenure, diversity training, non-traditional methods of recruitment for faculty, staff, and students, increasing awareness on religious pluralism, and diversifying senior leadership, will be the primary focus in year three.

Attachment 1
2007/2008 Committee Members

Faculty Recruitment and Retention Subcommittee	
Enora Brown	*Felix Masud- Piloto, Chair
Sumi Cho	*Francesca Royster, Chair
*Camilla Fojas, Co-Chair	*Elizabeth Ortiz
*Dan Hibbler	*Barbara Schaffer
*Sandra Jackson	*Kathryn Stieber
*Judith Martinez	*Rafaela Weffer

Staff Recruitment and Retention Subcommittee	
Juanita Franklin	Brian Maj
*AnJanette Hosley, Chair	*Glenna Ousley
*Judith Martinez	*Kathy Stieber

Student Recruitment and Retention Subcommittee	
*Jeff Brown	Marla Morgen
*Peggy Burke	*Elizabeth Murphy, Chair
Jaclyn Cameron	Kate O'Brien
Caryn Chaden	* Elizabeth Ortiz
Thomas Judge	*Glenna Ousley
*David Kalsbeek	*Anita Rosso
*Yvonne Lau	Yared Tamene
Tracy Mohr	

Religious Diversity Subcommittee	
Katie Brick	Seamons Hunter
Kevin Collins	*Darrell Moore
Ghana Cooper	*Javier Orozco, Chair
*Julie DeRoche	*Harold Streeter

Power, Culture, and Climate Subcommittee	
*Maria Beltran-Vocal	*Ted Manley
*Sumi Cho, Chair	*Ann Russo, Co-Chair
*Kevin Collins	*Scott Scarborough
*Tom Drexler	*Sonia Soltero
*Phyllis Griffin	*Tim Spraggins
*Sandra Jackson	*Rafaela Weffer
*Jay Jones	

*Also full members of President's Diversity Council

Attachment 2

Diversity in Higher Education: Faculty, Recruitment, Retention and Advancement

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Internet Resources

Faculty Diversity, Recruitment Resources for Diverse Faculty

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Attachment 3

Appendices to the Student Subcommittee 2007/2008 Report:

I. Details of February 6, 2008 Meeting with Paula Hanley

I. February 6, 2008 Meeting: Presentation by Paula Hanley, Director of DePaul Central

- Details about the operations of DePaul Central and the quantity and types of traffic at LPC and Loop were discussed.
- A suggestion was made to increase the knowledge about the Loop DePaul Central, and Paula noted that would happen once construction was completed.
- Ideas/issues discussed included: permission to withdraw, traditional/non-traditional students, having an Open House for DePaul Central, issues under the umbrella of the office, sensitive student issues (handoffs to Dean of Students, but most handoffs are to college offices).
- PolyTech Calif uses students of color (including their voices) for assisting transfers and for their online component; perhaps the same should be considered for DePaul.
- The issue was raised about any type of check to ensure that student do follow up when they are referred outside of DePaul Central.
- The members discussed construction a model of high risk students and identification of key junctures, including tuition payment, immunization, transcripts. One thing to change included communication about what is important to the students. Areas discussed include (best way to reach student), changes in orientation (from too much information to just enough information), the checklist for leaving (have one for Financial Aid, required by government), and the liberal enrollment leave (out 3 terms before out of system).
- Based on our PDC's phone initiative, a suggestion was made for early warning initiatives ... to reach out to students before they discontinue attending at DePaul.
- Beth Murphy distributed data on the demographics of the Commerce students enrolled in Fall 2007 that had financial holds as of December 6, 2007 and, thus, had not yet registered for Winter 2008. (These students were NOT part of the phone initiative, only Commerce students without ANY holds).

A meeting was held March 18, 2008 to generate the talking points for Paula Luff's presentation to the committee on March 26, 2008.

Attachment 4

II. March 26, 2008 Meeting: Presentation by Paula Luff, Director of Financial Aid

Paula Luff provided responses to all of the talking points generated at the March 18, 2008 meeting. The Student Recruitment & Retention Subcommittee's talking points and Paula's responses are itemized below: (Paula's responses are italicized.)

1. What can DePaul do for students who are not being claimed by parents for income tax purposes and who do not meet the official status of Independent Student? What options are available?

We usually deal with this scenario on appeal. If the situation or the appeal documentation is such that we cannot override dependency (for increased federal or state eligibility), we usually can work with the student and assist with institutional funding.

But the situations and the solutions are all student-specific, because the scenarios are as varied and individual as the students themselves: sometimes parents cannot assist, will not assist; sometimes student earnings are actually helping to support the family; sometimes divorce and changed family circumstances are at the core of the problem.

There are a number of strategies we employ in these scenarios, and they almost all involve institutional aid.

2. What can be done to minimize the habitual withdrawal syndrome ... where students use up their financial aid funding due to being enrolled in courses, but taking a grade of W for too many classes quarter after quarter. These students may also be showing high GPAs because they do not drop the classes where they are doing well.

Caryn Chaden recently chaired a group that took a hard look at the withdrawal process – so that students who withdraw completely from a quarter are now asked if they understand all of the consequences of withdrawal (including effect on FA, insurance, time to degree, etc.) prior to completing the withdrawal through an on-line process. While it does not prevent students from withdrawing, it hopefully at least alerts students to the multiple effects withdrawal can have on all aspects of student life.

We have also recently added an entire section to our website, discussing the hidden educational costs of withdrawal: the lost tuition dollars, escalated loans, potential loss of income while increasing time in school.

I've also discussed this issue with Maureen, who was an integral part of Caryn's team... she feels that we have to make sure that our students are informed about those costs that they can control by making wise educational sources. And in those cases where students must withdraw, they can do so with knowledge and then better strategize with advisors to minimize the impact.

3. Based on our discussions, we believed that coming up with a list of the Top Ten Financial Aid Pitfalls seen repeatedly by the financial aid office would be good to share with a wider group of faculty & staff at DePaul. Chris Rone indicated that some of this information may already be online as FAQs.

There is a 'to-do' list for students on the website. Additionally, as we bring up our new website, there will be FAQs by topic throughout the site. EM is working with Student Affairs on a university wide project for students called 'mydepaul.edu,' FAQs about aid

and other areas will be coordinated and developed in this project as well. However, as in the case of withdrawals – education of faculty and advisors is equally important.

4. What process is in place to address the under prepared student and/or students who are taking courses they cannot handle? This could be tied to the habitual withdrawal syndrome.

This is more of an academic issue, and would probably be best addressed by that area.

5. How much is the unmet need at DePaul?

Unmet need is a vast topic and there are many ways to define it – there is unmet COA, unmet direct costs and unmet tuition and fee costs. In FY07, COA unmet need totaled more than \$133 million after grants. Tuition only need after grants was nearly \$42 million. After all aid (including loans) unmet COA need was nearly \$70 million and tuition only need was nearly \$14 million.

In order to truly put these numbers into context, you need to understand the broader concepts, such as how need is determined and the flaws of the federal formula that determines EFC. That would require a further, in-depth discussion and/or presentation.

6. How is DePaul attempting to address that unmet need?

In several ways--first, by committing additional institutional funds to financial aid grants and scholarships; secondly, by attempting to raise more funds for scholarships through the Capital Campaign; thirdly, by working with colleges and departments to spend their entire endowed and institutional fund and to provide them with a broader range of candidates for scholarships managed by their areas; and lastly, by analyzing our data to see how we might better target dollars to students in areas that it will do the most good--for example, through the appeal grant, the senior grant and with special groups – such as students in Target Hope, Eagan, Bridge, CPS students, etc.

7. Is there an office that can help students with obtaining funding from sources outside DePaul, including helping students fill out scholarship forms?

Yes. We recently started a scholarship team with in OFA. The team consists of a director, two scholarship coordinators and a systems support person. This team is responsible first for working with colleges to help them identify and spend all of their endowed and institutional funds. Secondly to provide information to students (hopefully, centralized on the DePaul website) about all scholarship opportunities and finally, to match students to scholarships. The director was hired in late January and is just beginning to work with colleges. Already the team has helped colleges spend over \$250,000 in endowed funds this year.

8. What is DePaul's tuition discounting policy?

We discount tuition based on the mission, budget and enrollment goals. For example, each year we set an aid budget based on prior years. The budget consists of merit and need based aid – both of which make up the 'discount.' It is important to note that 68% of merit aid actually goes toward meeting financial need.

If you mean, what is the discount at DePaul? That depends on how you calculate it – the 'pure' freshmen discount is approximately 30% per year. This does not mean that every student receives a 30% discount – many students (as much as 20% of the freshmen class) receive no funds (merit or need based) from DePaul. The overall discount (total

institutional dollars spent on tuition discounts as a percentage of total tuition revenue) is under 15%. Because DePaul is tuition driven, increasing the discount means decreasing revenue, which translates into less money for new programs, salaries (staff raises) and operating budgets.

9. What data do you have on the resolution of financial blocks by the Financial Aid office? What kinds of interventions are used, and how are the students identified for these interventions? Are these done on a case by case referral basis OR is data generated about students with financial blocks to determine how available resources (if any) can be allocated to students? For example, is there outreach done for students in their senior year, close to degree completion, and running out of funds/funding alternatives who do not have a past history of delinquency?

OIPR conducted a report at the request of Bob Kozoman a year or so ago to investigate the impact of financial blocks on retention. What he found was that financial aid was rarely the reason a student still had a block – more often they had problems academically or personally. However, OFA works closely with Student Accounts as they counsel students with financial blocks. Our relationship with student accounts is more like a partnership. We try to provide grant and loan funds, and they will often waive late fees and set up payment plans to release holds and allow students to continue their education.

Last year OFA implemented at “Senior Grant” to fund appeals from seniors facing a delay in graduation due to financial holds or difficulties, last year we awarded over \$213,000 to nearly 50 students for an average grant of \$4400. This year, we have awarded over \$445,000 to more than 75 students for an average grant of \$5700, and we expect to spend an additional \$500,000 this year for seniors in financial difficulty. We have begun a process to identify seniors who are pell eligible, maxed out on loans and who are near the end of their programs. We will reach out to these students in the next few weeks to offer them the option of receiving additional grant funds to supplement their current aid package or reduce their student loan debt.

10. Is there any feedback/data on the effectiveness of the Financial Literacy initiative at DePaul? *Brenda James is the director of the Financial Literacy project. She reports to Carol Montgomery in Career Services. She would be the best person to answer this question. However, I can say that our office works with Brenda on various presentations and as consultants when she prepares presentations or information that ‘touches’ financial aid (such as loan information, etc.). We have found the program to be a good resource for students looking for additional information about money management, credit card debt and other budgetary issues.*

5. Recommendations:
- a. Integrate diversity discussions and progress on Goal 3 with Board of Trustees
 - b. During 2008/2009, plan and conduct a Diverse Student Summit with leaders of student organizations that have a focus on diversity
 - c. Determine the key university offices and leaders where periodic meetings should be held to maintain ongoing discussions with this subcommittee, including how often those meetings should be held.
 - d. Determine appropriate composition of this subcommittee in terms of offices to be represented.
 - d. Focus on recruiting, not just retention-related diverse student issues.